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ABSTRACT

It is proposed that in considering teachers' professional development, emphasis should be placed on teacher assessment as an intergral part of the developmental process, encompassing the total career of the teacher. An overview of the history of teacher evaluation is provided, as well as a review of background literature on professional development. Personal growth and maturation are discussed as being fundamental to the process of professional development. A paradigm is proposed for conceptualizing and studying professional development in such a way that it could lead teachers and researchers to greater effectiveness in facilitating teacher improvement. (JD)

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PROFESSIONAL ASSESSMENT AND DEVELOPMENT

by

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Presented at the Annual ATE Convention - 1978

Do the words teacher assessment bring about thoughts of accountability, or repressed experiences of a single observation of your classroom teaching by a harried principal? Does this phrase stimulate visions of impending conflicts at negotiation time or threats of not securing tenure? If it does, then you are probably among the great many teachers and supervisors who are employed in schools and school districts where assessment is still feared, considered negatively, and not connected with teacher improvement. As unfortunate as this present situation may seem, ideas and practices are slowly changing, and reports now exist which show that some supervisors provide a measure of follow-up to weaker teachers, and even permit some teachers the opportunity to be assessed and evaluated on their own performance goals. This is progress, but it is far slower than it needs or should be.

With the extensive research conducted on teacher effectiveness, the contract provisions for more in-service time, the organization of teacher centers, the interest in accountability, and the concern over student achievement, a new interest in teacher evaluation has surfaced. This interest has inspired the expectation that professional workers should not stop learning and that new information and techniques for assessment need to be developed centered on adult learning, attitude change, and personal

growth. Since these issues have arisen, greater attention is being given to continuing education for lifelong professional development.

There is now considerable research to suggest that personal development, often significantly influenced by external forces, continues across the life cycle (Gordon[1]) and therefore must not be allowed to stagnate. It is through this process of developing and learning new practices that individuals come to understand themselves and their environment better.[2] It is also believed that competence is increased and maintained through the personal development process.[3]

Even with the advent of teacher centers, the present contextual focus of professional development has been on assessment, or needs assessment, followed by some type of plan for improvement of teacher performance. It is our proposal that this focus be changed, and that the new emphasis be placed on <u>professional development with teacher assessment an integral part of the developmental process which encompasses the total career of a teacher</u> from pre-service through certification into continuing practice.

Based on this priority and concept, we define professional development as:

> Personal growth, through internal and external assessment, for the lifelong pursuit of excellence in a given field of professional expertise as reflected in the achievement of personal, client, and institutional goals.

In this paper, we shall: (1) provide a brief overview of what has been done in the area of teacher evaluation, (2) review some background literature on professional development, (3) explain what is meant by personal (self) growth, and (4) propose a paradigm for conceptualizing

and studying professional development in such a way that it could lead teachers and researchers to greater effectiveness in facilitating teacher improvement. The rationale for this proposal is based on information obtained from practice and research in evaluation, professional development programs, and personal growth and social interaction. The concluding paradigm is therefore based on substantive information and is proposed as a means for showing relationships between major variables in the developmental process. In this way the overall paradigm will have a much broader perspective than any of its component parts. The researcher could then use the paradigm to propose hypotheses for study and development of verifiable theories, and the practitioner may formulate systems for the implementation of actual professional development programs.

As an illustration of the relationships suggested in the paradigm, two potential propositions are suggested. It is hoped that these statements will provide a better understanding of the proposed model and its potential value for use in professional development programs. These propositions are:

1. A person having a professional attitude which is neutral towards commitment and involvement in learning new professional techniques requires a strong and objective type of performance feedback (supervision) to become involved in professional development.
2. A person who does not perceive his/her teaching responsibility to include helping students with learning problems needs a strong support system of high significance before there is a willingness to learn the skills necessary for this responsibility.

Teacher Evaluation

Current research and literature on teacher evaluation is muddied by several elements which lack clarity. Much of the research being used now to develop concepts on evaluation is derived from: research studies on teacher effectiveness as reported by Rosenshine,[4] and Dunkin and Biddle[5]; research on the use of student ratings reported by MacKeachie[6] and Veldman[7]; correlation studies relating to teacher characteristics by Brophy[8] and Soar[9]; studies with a specific focus (i.e. Flanders[10]) or surveys of good teachers (i.e. Ryans[11]). Each of these areas of study is obviously related to teacher assessment, but in no way do they constitute the totality of the subject which is essential to the serious examination of needed research problems or the development of programs. These studies were actually designed to discover what makes good teaching, and not for the identification of what a specific teacher does well or what results could be obtained if one's behavior was modified. There are additional studies, primarily from business management (Odiorne,[12] Williams [13]) which have focused on motivation, organizational relationships, and work behaviors.

A more comprehensive overview (Hatfield[14]) providing for several concepts and procedures on which to base evaluation systems would include:

a) purposes for evaluation
b) the type of approach to use in evaluation
c) responsibilities
d) items to evaluate
e) sources for obtaining data on teacher performance
f) techniques for observation
g) techniques for data analysis and feedback
h) strategies for teacher improvement

Conducting research and developing systems for use in relation to each of these above areas of teacher evaluation would produce a significant improvement in the interpretation of the results which we now have. Some key

references to each of the major concepts listed will be reviewed with the hope that future studies might be tied more closely to the application problems in teacher evaluation.

Formulation of purpose: Several references to the purpose of teacher evaluation (Hatfield,[15] Bradley,[16] Griffith,[17] Bolton,[18] Shaerman,[19]) focus on the need to improve a teacher's competence, to provide information for granting tenure or to improve student learning. Although in most cases the need of a formal evaluation for tenure or promotion is also suggested, these individuals suggest that a much stronger emphasis on evaluation be given to teacher improvement. Ward states:

> A basic assumption of teacher assessment is that once data are available regarding a teacher's performance, training will be offered to improve that teacher's competence.[20]

Given this primary purpose of evaluation for improvement, the procedures established and followed by supervisors can be oriented to outcomes which will provide a large amount of descriptive data related both to the teacher's performance and to the results of his/her teaching.

Some of the reasons for this new focus and emphasis include: fewer untenured teachers, public attitudes toward schools, a focus on accountability, and a renewed interest in teacher improvement to improve student achievement. Actually, this movement is not limited just to teachers. Professional development and improvement in all professions is being given greater emphasis through funds, requirements, programs, and studies of strategies for achieving this goal.

General approach to assessment: A current conflict in how to evaluate teachers is between those who advocate using student achievement as shown

in studies by Davis, et al.,[21] and Whitmore,[22] versus using what a teacher does to facilitate learning (Sergiovanni[23]) or the product-process perspective. In actual fact (Medley[24] and Hatfield[25]) each of these areas of focus includes several dimensions. The product focus includes at least three major elements: student behavior, student learning in its multiple aspects, and influence on long term educational goals. The student behavior component can include level of participation of students, cohesive and supportive relationships in the classroom, level of responses to questions, etc. Student learning includes cognitive, affective and psychomotor objectives and can be defined as gain scores, achievement scores, or residual scores. Long term educational goals might be defined as the acquisition of problem solving skills. creative thinking, or the means which a person uses to express his/her thoughts.

In addition to these two approaches there are still others; some are mere refinements while others are of a completely different nature. More specific descriptions of process include teacher traits, characteristics, and performance. An approach used for obtaining information from students might be related more to product than process because it represents students' perceived attitudes even though in most cases the opinionnaires are focused on the teacher's behavior.

More significant differences in approach are found through a belief vs. behavior congruence, a self assessment, and the development of performance objectives where a teacher sets his/her own goals to achieve in meeting the broader job requirements (Williams,[26] Odiorne[27]).

The current state of research and practice in using several approaches to evaluation would neither support one to the exclusion of the others nor

would a reliance on any one approach be validated as being the most effective. Even though much information has been collected and written regarding most of these approaches, the results of their use has not been carefully studied to determine the effects on specific teachers and on their performance.

Responsibilities and functions of a teacher: The formulation of a description of teacher responsibilities and functions should represent the foundation for developing an assessment process. This job description (AASA,[28] Bradley,[29] Hatfield,[30] Joyce,[31]) also represents the various activities of a teacher from which desirable practices and standards of quality can be derived. Some general responsibilities currently suggested include:

Instructional Activities
Curriculum Development
Student Counseling
Community and Parent Relations
Extra Curricular Activities
Professional Contributions
Records and Reporting

Using research and case studies of teachers will provide more specific information of what to assess in each of the areas indicated. In turn, this approach will provide a structure for translating the variety of related research into a usable format so that more focus is on job performance and less focus is on ambiguous and intangible qualities of people. For example, knowledgeable and acceptable practices used in the evaluation of students is an area in which a teacher's performance should be relatively easy to assess, and it is a function of teaching on which most professionals could agree. These areas of responsibility should in turn relate to the preparation and ongoing development of the professional teacher (American Association of School Administrators[32]).

A tentative list of teaching functions based on this approach includes items such as (Hatfield,[33] Dunkin-Biddle,[34] Walberg[35]):

a. Development of curriculum
b. Development of instructional plans
c. Development of instructional materials
d. Organization of a class and learning environment
e. Teaching lessons
f. Tutoring and advising individual students
g. Handling conflicts
h. Counseling student activities and progress
i. Evaluation and diagnosis of students' behavior
j. Recording student activities and progress
k. Communication with parents

Assessing a teacher based on these functions is more likely to result in the analysis of acceptable or verifiable practices related to each function, and at the same time provide a greater opportunity for defining quality. In addition, this kind of assessment will decrease the emphasis on classroom observation and put the total teaching act into a broader perspective. Obviously, knowledge and decision making skills are necessary to carry out whatever practices are called for, and these need to be an integral aspect of evaluation along with an individual's use of techniques and skills.

Items to evaluate: Specific practices and techniques to use for each of the above functions may be identified based on research and on acceptable practice. In fact there may be several acceptable and effective practices developed for each function from which teachers could make personal choices. For example, in teaching lessons, one of the positive conclusions based on research in teacher effectiveness indicates that the use of multiple levels of thinking in a structured activity for low ability students will enhance their participation and learning (Soar[36]). A collection of such data, which

is descriptive in nature, would also help to provide base line information on what is currently being practiced which in turn could lead to greater quality.

Sources for obtaining data on teacher performance: As opposed to teacher rating by a principal (NEA[37]), multiple feedback sources provide possibilities for collecting and comparing data, especially if these sources are oriented to the same function and/or technique. These sources include items such as: student opinionnaire, peer observation, video and audio tape, materials produced by the teacher and students, teacher reports, statements of teacher performance objectives, and administrators (Hatfield[38]).

The form in which this data is collected is also very important as evaluative data alone is of less benefit than descriptions of the events. Therefore, teacher prepared instructional materials, tapes, and other data representing the complete activity reduce the bias of observers and provide the most useful and objective information on a teacher.

Techniques for observation: The most common approach to teacher assessment is still observation but the techniques used are in need of several new perspectives. First, observations which are useful need to be related to a unit of instruction, should provide a combination of information which includes a general narration of the learning/instructional activities followed, and the coding of specific items for which detailed information and description is desired (Griffith,[39] Brandt,[40] Hatfield,[41] Hunt[42]). Training for supervisors in observation techniques (Goldhammer[43]) is also critical and needs the attention of more specialists. Specific observation schedules have been developed by the hundreds and yet most of these are for research studies and not for general use in teacher assessment either at the pre-service or in-service level (Simon[44]).

Both generalized and specific types of instruments are needed along with the skill to use them in connection with a narrative account made concurrently. The use of different types of coding systems needs to be given serious attention with the form used by Brown[45] serving as an excellent model.

Techniques for data analysis and feedback: Following this concept of evaluation will result in obtaining a considerable amount of information about a teacher. Therefore, to use the data from observations, materials, tapes, summaries of opinionnaires, self-improvement plans, etc. requires extensive analysis and a determination about how to provide feedback to the teacher (Goldhammer,[46] Sergiovanni,[47] Griffith[48]). Approaches to classroom teaching analysis should focus on the unit of instruction, on the objectives, on the students, on the school, and on the resources available to the teacher. Providing feedback on this analysis to the teacher may require a very delicate and indirect approach, or given a continuum of directness, a very forthright approach. Techniques in providing feedback within the context of a helping relationship (Gazda,[49] Aspy,[50] Blake[51]) are also critical to the success of any program.

The follow-up to giving feedback should result in a self-improvement plan and/or a revision in a previously developed plan (Ward[52]). An additional benefit from this type of follow-up is that by cooperating with the supervisor to formulate strategies for the improvement of teaching performance the level of cooperation and acceptance between the teacher and administrator is usually improved.

Strategies for teacher improvement: An integral part of the teacher self-improvement plan is the strategy used for effecting professional improvement.

These strategies are no longer based solely on credit courses and in-service workshops sponsored by schools. A variety of such strategies might include: visitations, peer conferences, readings, development and study time, meetings, or team planning. Improvement is based on the specification of an area of need and is followed by the determination of what is important for improvement. Such areas might be: the need for more practice or reinforcement in use of a skill; learning to use a new technique; development of new materials; or replacing a practice with a new one requiring a reorganization of one's attitudes and mode of operation (Rubin,[53] Argyris,[54] Schein[55]).

This review of teacher assessment is obviously very brief and many specific studies and approaches to the use of these broad aspects of assessment have not been included. However, by using these major categories the broader parameters of teacher assessment can be better perceived and further investigation made easier.

Further reference to assessment will be made in the last section of the paper with particular reference to teacher functions. As these functions are the items suggested for assessment they represent an integral part of the concept of professional development.

Professional Development Programs

Professional development or in-service, as it has commonly been known, has long been called a "stepchild" of the teacher education process. As a matter of fact, until very recently most in-service efforts have gone into developing pre-service programs centered on meeting the needs of a continually

growing K-12 enrollment. However, student growth is beginning to decline, and teachers who were once mobile or left the profession, no longer have that option and thus remain in the classroom. It is estimated that as many as 99% of all teachers in service have a baccalaureate degree (Edelfelt[56]), and that as many as 50% already have a master's degree (Joyce, et al.[57]). It is, therefore, time for teacher educators to turn to the process of developing a different focus for teacher education which will be meaningful and result in improved teacher performance at both the pre-service and in-service levels.

Edelfelt[58] identified four influences which he believed would stimulate a thrust toward greater in-service activity. First, the changing condition of the teaching profession is evidenced by a surplus of teachers, strong negotiating power of the teacher organizations, and new commitments by university professors to school-college partnerships. Second, the movement away from credit courses as a means of upgrading the professional to alternative approaches creates new definitions of in-service teacher education. These new encompassing forms include the teacher center concept, minicourses, and instructional packages. Edelfelt[59] also suggests an influence based on the implications and impact of performance based teacher education. Third, the public image of the teacher as a well educated person will add impetus to the need for continuing the general education of teachers, and fourth, the neglect of in-service in the past in meeting teacher's needs will be revised to accommodate this concept.

The potential of professional development is not usually recognized. Joyce[60] estimates that nearly 40,000 consultants or supervisors have a

primary assignment in this area, that 23,000 education professors give some portion of their time to in-service, and that almost 100,000 principals and vice-principals have some responsibility for in-service activities. In addition, another 15,000 support personnel in non-supervisory positions can be identified as having some in-service responsibility. Joyce concludes,

> ... there may be as many as one quarter million persons in the U.S. engaged as instructors in some form of ISTE activity or about one instructor for every eight teachers (Joyce, et al.[61]).

With this number of persons involved in the professional development of teachers, it would seem that activities could or should be relatively individualized and/or personalized, but "the diet prescribed or selected is highly questionable in many cases, and constrains against rather than enhances desired and expected teacher growth" (Howey[62]).

Howey,[63] like Edelfelt, has identified the recent surge in in-service efforts as political. He indicates that declining numbers of pre-service teachers have forced colleges and universities to look toward in-service as a means of maintenance, and that general economic conditions and school support formulas have pushed teacher organizations into the business of looking for fuller professional status, and thus the control of in-service. Judicial reviews have also had an impact on defining teacher competence in terms of skills.

Howey concludes that these conditions have affected in-service developments, and that in the process the changes have been haphazard and not very effectively implemented.

He states further that,

> ...in-service teacher education in many respects resembles a patchwork quilt. As in the case with the quilt, it is not a first order of business but rather something which can be worked on at the end of the day in a more relaxed and restful setting. The time allotted and the frequency of the activity suggests that "remnants" of larger ideas and ideals are dealt with. Rarely are institutional goals coordinated with personal needs in these activities but approached rather in a random pattern. Finally, the intent is not one of major reform as much as basic maintenance...[64]

Edelfelt and Lawrence would add,

> Piecemeal, patchwork, haphazard, and ineffective are the harsh words we have used thus far in pressing our indictment of in-service education. The words suggest, but do not clearly state, the fundamental problem: There has never been a broad scheme of in-service education with a clear concept of purpose, appropriate undergirding of policy, legitimacy in commitment, and fixed responsibility for attaining agreed-upon goals. It is with a broad scheme that we now want to deal; lesser schemes will be too incomplete to work.[65]

Obviously, if these statements are valid a clearer understanding and conceptualization of in-service is imperative.

The In-Service Teacher Education Concepts Project in ISTE: Report I (Joyce, Howey, Yarger[66]), indicates several issues critical to in-service teacher education. An important issue stated in this report is that language and definitions in in-service run "riot," and that except for the fact that everyone speaks negatively about in-service there is little agreement. This task force[67] also stated that the growth of the professional educator involves three aspects: (1) human growth, (2) growth in competence to carry out the educator's role, and (3) growth as training "to better implement reform decided on by the persons responsible for the shape of the school in which the educator works." Unfortunately, most ISTE programs

do not speak to all three kinds of growth, and this appears to be an urgent need.

In terms of structure, Joyce, et al.[68] indicated four dimensions that interact with each other: (1) the governance system, (2) the substantive system, (3) the delivery system, and (4) the modal system. Within this context the governance system represents the collaborative arrangements which focus on authority and fiscal handling of in-service, the substantive system represents the content and process of learning, the delivery system represents the organization which brings the teacher together with the learning activities, and the modal system includes the orientation of the in-service activities (i.e. job-embedded, job-related, credential-oriented, professional-oriented, and self-directed).

The teacher development center is a relatively new idea in in-service education, and it can be a practical way of harnessing teachers' aspirations to present and future educational problems that confront society (Brand[69]). As this concept was defined by the 1972 Syracuse Institute, a teacher center should be aimed at "providing local opportunities for teachers to exchange ideas, acquire new skills, and further their own development" (Miles[70]). The American teacher center, which is based on the British concept of development, has as its foundation the following objectives (Miles[71]):

1. Access to new materials and curricula, (central function is not delivery).
2. Skill learning - of process and materials.
3. Renewal, rejuvenation, reconceptualizing role.
4. Materials development.
5. Lateral infusion of practice of peer teaching, and exchange swapping of teaching innovations.
6. Elementary-secondary interaction.
7. Reaction of teacher distance-interpersonal skills.
8. Problem solving.

9. Personal and professional ego development (getting in touch with themselves and with their professional competence.)
10. "Strategic empowerment" - "fate control".

Although an ambitious list,[72] these items have been accomplished to a great extent by the British system, and are the underlying concepts of the American teacher center.

However, there appears to be a distinction in the governance between the British and American centers, particularly in the way centers are run. Joyce and Weil[73] found that most teacher centers are run by a consortium and Yarger[74] suggested that 32% of these centers are so operated. This type of center is characterized as being highly programmatic with an attempt to link pre- and in-service activities. An analysis of in-service programs nationwide indicated that they were varied, but primarily composed of four parts: (1) the objectives for the program are defined and based on some form of needs assessment; (2) there was a system for implementation of the program; (3) there was a training component which included a follow-up; and (4) there was an evaluation procedure.

In order to identify the key elements of programs which represent major variables for program development, a review of a selected group of programs having extensive descriptions was made for this paper. This review[75,76,77,78,79,80] resulted in the identification of the following common characteristics.

1) assessment of need
2) focus for change, improvement, or development
3) structure for action
4) information sources/strategies
5) supervisory intervention
6) support services/practices
7) follow-up practices

Examples of the above characteristics are given in connection with a definition based on reviewed programs.

Assessment of needs: This process is a normal part of most programs taking many forms such as teacher questionnaires, teacher observations, and the use of video tapes. In these programs, the basic definition of assessment represents the identification of behavior/performance areas which the teacher needs to change or develop. These needs, once changed, should lead to the improvement of one's effectiveness in relation to specific personal, client, or institutional goals.

Focus for change, improvement or development: A specific focus appears in many program descriptions. In some, this is the focus given to a new practice or a new curriculum, and in others it is a specific need identified by an individual or a group. Examples of a particular focus include: to use an open space school; to become facilitators for other faculty members; to develop techniques which facilitate student learning behaviors; and an individual analysis of need.

The focus dimension, therefore, represents the what or the objective for the development activities specific enough for an individual to perceive personal satisfaction or to gain improved performance of a required function.

Structure for action: As with any program, some organization or structuring must be established to bring about implementation of an activity. Within this context the means for initiating the program, the relationship of the program to basic school activities, and the establishment of teams of individuals who can work cooperatively represent significant means for effective structuring. Structuring for action can be defined as: formulating the general administration; the process for establishing the program; and the facilitation of social interactions which will enable individuals to participate in the desired activities.

Information sources/strategies: Each program has utilized some form of information input to enhance the knowledge and skill of the participants. This suggests that specialists in the area of a specific focus are an essential part of the program. Sources of information have included governmental and university representatives, as well as local district staff, and have been affiliated either as part of the development program or as special consultants and/or workshop directors. The strategies used include workshops (of many lengths and at many different times of the day and year), team meetings, staff meetings, conferencing, meetings with consultants, observations, and a variety of other activities.

Information sources and strategies represent the means for providing new input to the individual through contact with specialists and/or strategies for study and practice.

Supervisory intervention: Participation, leadership, and techniques for intervention are some of the means by which supervisors and administrators contribute to development programs. Examples of these activities include: initiating the development programs; participation in development teams; serving as a consultant to teams; providing observation and feedback; assessing results of programs; conferencing with and monitoring teachers using an MBO plan; and helping to select participants for programs. Supervisory intervention represents one element of the development process serving a facilitative function for; program initiation, organization, selection of participants, and for monitoring and receiving feedback. Some supervisors operate as co-equal participants in all program activities.

Support services/practices: A key to most programs has been the opportunity for participants to work very closely with peers in a team relationship,

and to begin the program by participating in trust building workshops. In addition, administrative participation (sometimes based on special workshops on how administrators can serve this supportive function) is quite common. Support services and practices are considered those conditions and activities created to enhance the initiation and continual involvement in development activities of individuals.

Follow-up practices: Significant to most programs has been the long term nature of development activities with continuing workshops and/or contacts with specialists over at least one year. In ongoing programs the contact may be for a much longer period. Specific activities during this follow-up period are: classroom observations, conferences, workshops, team meetings, verbal and written commitments made by the teacher to continue, and appropriate time arrangements so that participation can be voluntary without external financial support. Follow-up practices, therefore, constitute a process whereby continued participation by teachers is facilitated through procedures such as: feedback, cooperation, and opportunities to get new information when needed to complete desired objectives.

The characteristics or development factors described here have been derived from a review of actual professional development programs. These factors should, therefore, serve as the building blocks for setting up individual systems of development. As has been stated a wide variety of approaches can be used in relation to each of these broad characteristics, but what seems important is that provision for the characteristics be made in the developing program.

Besides programs and systems another critical element of the professional development concept is the psychological and sociological base on which a person changes, improves, and develops within the context of self.

The Self in Professional Development

If educators believe that individuals can grow physically, intellectually, emotionally, socially, morally and philosophically throughout their lives, and if they believe in the potential worth of the person, then a case for self assessment and growth is apparent. Maslow[81] has indicated in his writing that man's needs are arranged in a hierarchy and that he passes from one stage of development to another based on these needs. Piaget's[82] theory of child development implies a continual growth of the human being through actively structuring the world in which he lives. It is, therefore, logical to assume that the active structuring of experiences continues throughout the life cycle (Gordon[83]). Kohlberg[84] espouses a theory of values and moral development that also evolves as the individual grows from infancy to old age, and Ward[85] has indicated that philosophic inquiry is a developmental experience. It is the philosophic inquiry that is needed by the adult for an explanation of man and his existence. It can be concluded, therefore, that needs assessment of the developing and evolving individual is very important to these theories, and to the development of the self and one's assessment of self.

Although Kohlberg, Maslow and Piaget give sufficient bases for the value of needs satisfactions and hence self-assessment, it also seems important to explore what is meant by the "self," and to see how the "self" is determined, theorized, realized, and integrated. Ames,[86] in an explanation of the methodology of self-concept, explains a model which is applicable to understanding the need for self-assessment. He uses self-theory and bases his model on the principle that the self evolves because man makes sense

out of his experience. This is a self-inquiry which takes place as verbal statements in the form of verbal self-reports. Ames has used Maccia's methodology in sorting the self into three parts: (1) the self as an object of knowledge (Scientific), (2) the knowledge about the knowledge of the self (Philosophic - worth of self), (3) self knowledge or meta-self knowledge (Praxiological - adequacy of the self theory). For instance;

> The object of the self-descriptive statement might be 'myself' as 'student.' The self theoretical statement might read, 'I am a competent student' and the meta-self-knowledge would include rules for judging the adequacy of the self-theory statement.[87]

Thus it can be concluded that the self-theory is a basis for the prediction and explanation of one's own behavior. This theory, obtained through self-inquiry, indicates that assessment has occurred. Epstein[88] would concur with this theory and add that the hierarchical process can be applied to critiquing a person's theory about himself.

According to Argyris and Schön[89] individuals possess two sets of theories about themselves. First are theories-of-action which are espoused theories based on assumptions about the situation to give an intended consequence. These theories act as a means of control for the individual, and they act as a means of explaining or predicting a person's behavior for the observer. The second set of theories are theories-in-use which govern an individual's behavior. Theories-in-use exist when a person knows what to do in a given situation in order to achieve a particular consequence. The theories contain knowledge about self, others, and the environment. Every person has several theories-in-use for each situation; some of which are hierarchical and can be observed. There

are however incompatabilities between theories-of-action and theories-in-use. Often an individual may not realize these differences, and asking him will only result in his repeating his theory of action. Thus, observation is necessary to see incongruence.

Theories-in-use are means by which an individual achieves and maintains his life within acceptable ranges. These "constitute a field of constancy in which deliberate behavior takes place" (Argyris and Schön[90]). A theory-in-use also describes as well as creates the individual's behavioral world. The constancy of these theories is then considered valuable since the person who has learned his theory-in-use has also constructed his reality. One can now see why such theories impede changes since a new theory must be built in a new behavioral world created by the individual.

Since new realities resulting from espoused theories (action) must be created, the change causes dilemmas, incongruence, and inconsistency between theories-in-use and theories-of-action. These dilemmas are ones of effectiveness since the individual must strive to maintain constancy within the theory he has created (Argyris and Schön[91]).

Theories-of-action, theories-in-use, and self-theory fit well with Maslow, Piaget, Kohlberg, and Ward in that the inquiry process has cognitive, affective, and conative parts; it is a suggested hierarchy; a building or developmental process, and it questions man's moral, intellectual, social and physical self. These theories also explain the dynamics of the self, and indicate that the self is successful in assessing, creating, and describing its behavioral world.

In approaching the self from a slightly different, but equally important perspective, Carl Weinberg,[92] in a paper on teacher education, maintains that the "real" self should be developed so that it isn't submerged by the institution. In other words, Weinberg maintains that there are two selves, one which is a unique personality and only slightly modified in social settings (the "real" self), and one which is definitely linked to social interaction with respect to appropriate behavior within the group. In the institution, due to an ideal standard of behavior defined by society, the "real" self, if it is not maintained and well formed, will be submerged. This happens during the socialization process because ideal standards become the norm. The definition that evolves then is the "professional" self standard against which there is an actual performance. When the ideal standard is compared to the performance, the "gap" between what is and what should be occurs. Weinberg states:

> Teachers are often caught in a role conflict produced by the discrepancy between what is espoused as the professional role of the teacher and what is in fact practiced by their prime reference group of colleagues (Weinberg[93]).

The demands of the professional world often force people to abandon their real goals and conform to those of the organization. When this occurs, the self is alienated and irrelevant.

In conclusion, Weinberg would have teacher educators socialize prospective teachers in organizational theory and in self-knowledge. This is necessary so that the "real" self is not alienated, and so that the teacher feels a congruence with himself, and the role he performs in the educational institution. To bring the congruence about, the two selves must integrate in such a way that there is a meaningful relationship between the goals

of the institution and the goals of the "real" self. In teacher education a paradigm can be drawn which triangularly shows behavior, values and knowledge.

According to Weinberg,[94] the integration will occur when teachers understand the school as a social system; when they attack and confront the problem of authority, role expectations, and value systems; and when they conceptualize the interacting components of bureaucratic positions. Professional development, using teacher assessment as its foundation, will encourage this interaction and promote integration.

Although Harry Broudy would not agree with Weinberg's description of self-integration, he would agree that;

> ...self-integration requires an accurate appraisal of our abilities and strivings and that the physical world can frustrate the most elaborate schemes for self integration.[95]

To Broudy knowledge of self, society, and nature are the "playground" where man practices the skills and perfects the habits needed for self-determination, self-realization, and self-integration. It is important to note that in order to do these important things, man must continually investigate himself.

Given this theory and philosophy, the case for self-awareness and needs assessment become the bases on which true development occurs. The fact that humans do develop slowly and do move toward self-actualization indicates that teacher educators should instill the value of self-improvement through professional development in both pre- and in-service teachers. James Barclay studied school children sociometrically and found that there was a

> ...deficiency in areas of self-concept, self-competency, group interaction, and self-management.[96]

Barclay proposed a multiple needs assessment for this condition which would "provide information specific enough for dealing with individuals in a prescriptive manner and within groups by designing specific curriculum or psychological treatments."[97] Cronbach and Snow[98,99] indicate that different approaches to learning should be used with different children. Surely this conclusion also applies to teachers.[100] Needs assessment is used to indicate which program is best for which teacher, and what specific procedures and treatments can be designed to state desired goals, performance objectives and possible methods of implementation. These results can be construed to mean that there is a need for assessment and individualization in professional development.

Based on the evidence presented here, it seems possible that an assessment process based on observation and inquiry, and which includes developmental components needs to be an essential part of a professional development model. It also seems evident that self-assessment in one form or another is a continuous process in which resulting conclusions about the self are at times in dissonance with the professional role or standard, and which seek an equilibrium between theories-of-action and theories-in-use to minimize dilemmas. Thus we believe it necessary that these factors be considered in discussing and designing a conceptual framework for professional development.

A Paradigm for Professional Development

Professional development activities are receiving extensive amounts of time and money, and there is every indication that increased resources for this purpose will be provided in the near future. Our position is that decisions regarding the effective use of these resources in terms of program

development and research studies will best be served by formulating theoretical proposals on which these decisions can be made. It is our intent to provide one such proposal based on the information which has been reviewed here involving actual program descriptions and related studies. With this data as a foundation, the proposal should have a high relationship to the practical and important dimensions necessary for improving the quality of teaching through professional development efforts.

The proposed paradigm provides an overall perspective on several dimensions of professional development, and it is in a form which allows for hypotheses to be derived and propositions formulated. These propositions or principles can then provide the basis upon which research can be conducted and programs developed. It is our belief that utilizing such propositions will better serve the program developer than will "PERT" charts or step by step descriptions of programs which are so prevalent in the literature.

The paradigm is also directed toward fulfilling the definition of professional development given earlier.

> Professional development is "personal growth through internal and external assessment, and the life long pursuit of excellence in a given field of professional expertise as reflected in the achievement of personal, client, and institutional goals."

Included in the paradigm are several variables and potential inter-relationships important to professional development. The major dimensions include:

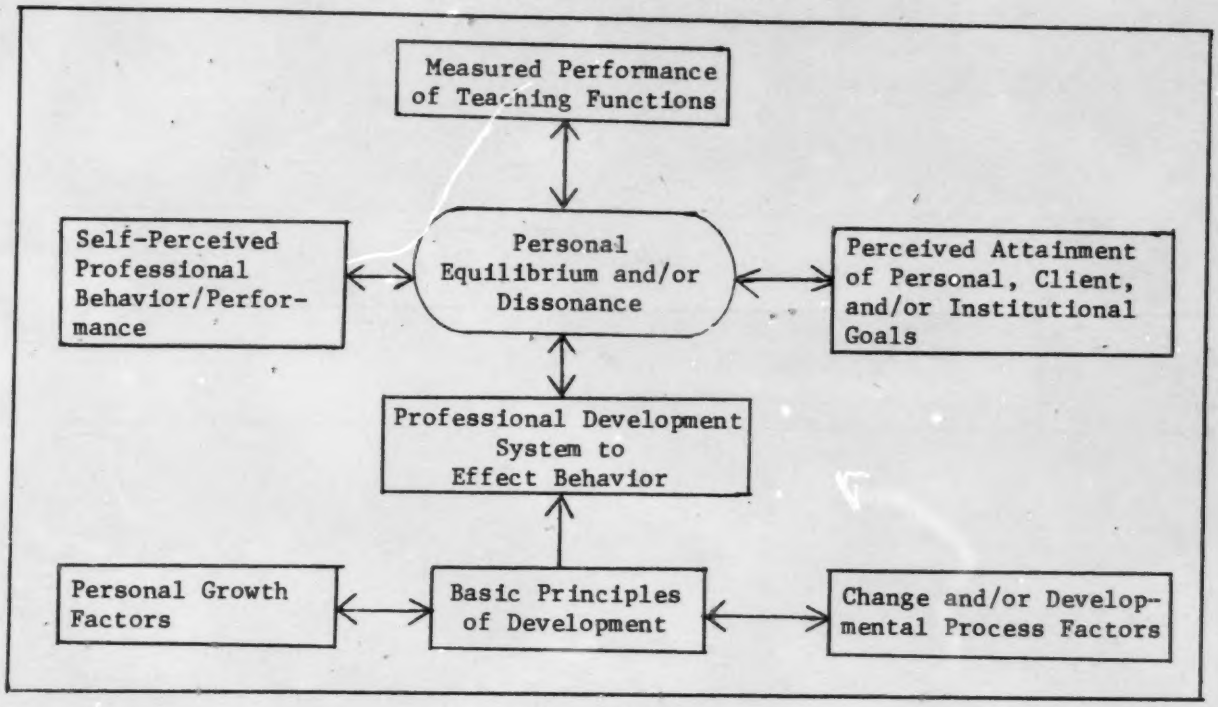
1. The degree of personal dissonance or equilibrium between the perception of one's professional behavior/performance and the perceived attainment of personal, client, and/or institutional goals.

2. The relationships between one's personal growth factors and the processes important to development which result in principles for a development system.

3. A self-initiated and/or institutionally developed system to effect behavior based on the principles of development.

4. The measurement and evaluation of an individual's performance of teaching functions.

Paradigm for Professional Development


Measured Performance of Teaching Functions
Self-Perceived Professional Behavior/Performance
Personal Equilibrium and/or Dissonance
Perceived Attainment of Personal, Client, and/or Institutional Goals
Professional Development System to Effect Behavior
Personal Growth Factors
Basic Principles of Development
Change and/or Developmental Process Factors

The paradigm focuses on the individual and his/her perception of the degree of dissonance or equilibrium between professional behavior and the attainment of personal, client and/or institutional goals (Argyris and Schön[101]). Given a report of one's belief system, either a self or an external assessment of the performance of teaching functions will add to and influence this belief. However, a system for facilitating change, and/or improvement or

development activities is needed when a person is not highly motivated to pursue improvement activities by him/herself, and even when motivated to improve, additional activities related to the institution or the group may become very important.

Using this paradigm should provide a basis for deciding how to initiate and/or sustain a person's participation in personal and institutional development activities through the efforts of a facilitator or through one's own direction.

The basis for decisions about change, improvement and development activities represents a critical dimension of the paradigm. These decisions are based on principles of professional development which could be derived from the interactions among personal growth factors (see section on self), and change or developmental process factors (see section on professional development). These interactions are based on the variation of an individual's behavior and performance in relation to the possible types of activites which might be provided to effect change. This list of change or developemntal process factors however only indicates the need for particular characteristics which should be met by the strategies used to provide for assessment, information, etc.

Two potential propositions were suggested earlier as examples of the kind of interactions which might be derived from this paradigm and which could be studied. These are - Proposition 1: A person having a professional attitude which is neutral towards commitment and involvement in learning new professional techniques requires a strong and objective type of performance feedback (supervision) to become involved in professional development.

Proposition 2: A person who does not perceive his/her teaching responsibility to include helping students with learning problems needs a strong support system of high significance before there is a willingness to learn the skills necessary for this responsibility. The ultimate purpose of these propositions is to decide on specific strategies to effect change, improvement or development in relation to a teacher performing his/her required teaching functions for meeting desired goals.

Several specific factors can be inserted into the paradigm under the categories listed as: (1) personal growth factors, (2) developmental process factors, and (3) teacher functions. These factors provide a fuller picture of the overall relationships within the paradigm. However, because these items are secondary and subject to greater change through initial research, they have not been put into the diagram. Tentative factors for each category will be listed here to provide clarification regarding possible items.

Important personal growth factors representing variables which contribute to development include:

maturity and age process
professional experience
professional attitude
perceived role & responsibilities
perceived competence
social interactions -
    individual
    group
    institutional

These factors would also be related to a person's self-perceptions and contribute to one's state of equilibrium or dissonance.

Change or developmental process factors which represent variables to facilitate improvement activities include:

assessment of need
focus for change/development
structure for action

information sources/strategies
supervision practices
support services
follow-up in practice

These two sets of variables represent interacting factors which constitute the basis for the formulation of propositions for professional development. On the basis of these anticipated interactions specific activities could be established which would constitute a system for facilitating the professional development of a teacher.

Teaching functions which are important to assess and to use to identify the outcomes of the change process include:

development of curriculum
development of instructional plans
development of instructional materials
organization of a class and learning activities
teaching a lesson
tutoring and advising students
handling conflicts
counseling students on learning/behavior problems
recording student activities and progress
evaluation and diagnosis of student behavior
communication with parents

It would also be possible to add a list of many specific activities in the paradigm for the category of "professional development system" but this has not been done because of the wide selection possible.

This proposed paradigm is obviously only tentative and subject to many changes; however, changes in such a paradigm could be initially based on two approaches to research and theory development. First, the further study of actual programs for professional development and the observation and clarification of concepts included as variables (Glaser[102]) followed by the formulation of possible interactions stated as hypotheses for study in a

variety of situations both in the field (Schatzman[103]) and under controlled conditions. The second step represents the phase of theory development which will lead to verification of the variables and possible change in the factors suggested and eventually to changes in the overall paradigm (Reynolds[104]).

The conceptual model of this proposal presents a focus for the study and implementation of professional development which could facilitate communication, reporting of studies and programs, planning of research, and the identification of new problems which have not as yet been described. Furthermore, this approach to theory development, to relating research to practice, and to relating research to theories is suggested for use in all areas of education (Hatfield[105]). Because one of education's most serious problems is in describing these kinds of relationships, it is our belief that this process is urgent and essential and that the type of approach presented here has a great potential for meeting the needs of both teachers and researchers. In this way theory and practice can be related.

In concluding this description of professional assessment and development, we would like to reiterate some of the critical issues which have been presented and their importance to education. Professional development has been established as a necessary and currently needed part of education. Institutional and individual goals must be met based on a process of growth and development. It has been noted frequently that a conceptual framework for professional development is necessary, and that research to validate the framework is essential. We concur with this need and also support others who indicate that since programs and systems have not been based on a conceptual model, they have not been complete, have too often been empty, and of limited

value. Joyce, et al[106] have suggested a need for a three faceted model which (1) promotes personal growth, (2) promotes competence, and (3) meets institutional and client goals. This model of professional development presented here meets these conditions and could lead to a standardization of a definition.

The use of teacher assessment as part of a development system to accomplish the change process is in keeping with the suggestions for reform in in-service education for the future.

Edelfelt and Lawrence[107] have suggested four considerations for the future that should be a part of professional development. These include (1) building a conceptual framework, (2) developing legal organizations and support frameworks, (3) constructing a design framework from research, and (4) having a context for decision making.

We believe this paradigm answers these considerations in that:

1. It provides for a conceptual framework which builds on pre-service models and extends into school districts on an in-service basis. Universities and colleges should prepare students to meet personal, client, and institutional goals through development, intervention programs, and frequent evaluation of competence in the classroom. Teacher assessment through professional development answers and builds on these needs.
2. Teacher assessment could be made to meet legal, organizational, and support frameworks. Teacher assessment based on research findings about teaching could, within time, help define the roles and responsibilities of a teacher. Development activities based on valid

principles could offer to teachers the support and rewards necessary to continue their growth.

3. The data collected from research based on this paradigm would help provide a context from which decisions could be made about the teaching of students and the training of teachers.
4. Teacher assessment could operate to promote effectiveness of teachers in such a way that it also promotes program effectiveness.

Professional development, based on teacher assessment, can be the basis for continuous improvement in an individual's competence and, therefore, enhance the attainment of personal goals, school goals, and ultimately of student learning.

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